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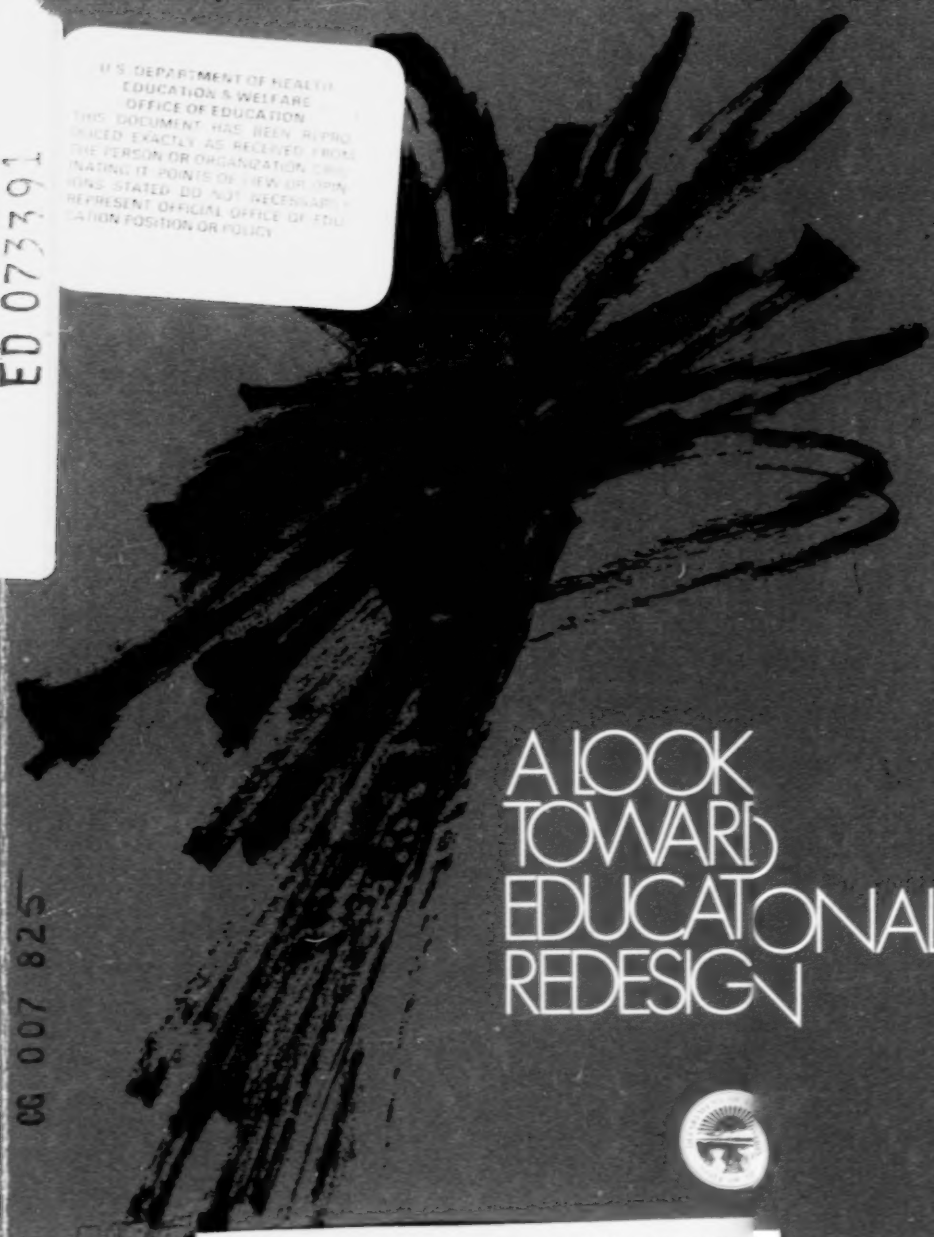
This report examines the Ohio schools from the perspective of students who have attended them. Whether they graduated or not, all young adults interviewed had attended their last year of school in Ohio at the time of the interviews. These 19 and 25 year olds were questioned regarding their high school experiences and the relationship of those experiences to their present and past activities. These opinions concerning the quality of Ohio high schools will, along with several other related studies, provide significant input into the future redesign of public education in Ohio. Additional information was gained through a mail survey of the parents of young adults interviewed. Use of hard data within the body of the report is minimal; charts and tables containing basic statistical information are included in the appendices to the report. (Author/SES)

OHIO'S SCHOOLS AS SEEN BY YOUNG ADULTS

ED 073391

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A LOOK TOWARD EDUCATIONAL REDESIGN



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A Look Toward Educational Redesign: Ohio's Schools as Seen by Young Adults reports the opinions of 19 and 25-year-olds regarding their high school experiences and the relationship of those experiences to their present and past activities. These opinions concerning the quality of Ohio high schools will, along with several other related studies, provide significant input into the future redesign of public education in Ohio.

In addition to the usefulness of these reflections for future planning, the attitudes presented, both in their similarities and differences, should be of interest to teachers, school administrators and parents.

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OHIO'S SCHOOLS AS SEEN BY YOUNG ADULTS

**A LOOK TOWARD
EDUCATIONAL REDESIGN**

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1972

Additional copies of this report will be made available
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FOREWORD

Virtually all large research and reporting projects require a wide variety of talents and personnel for their accomplishment. *A Look Toward Educational Redesign: Ohio's Schools as Seen by Young Adults* was no exception. Professional staff members who participated in the study are listed on the following page. In many ways, however, this list is far from complete.

To begin with, very special acknowledgement is due the study participants themselves. These young men and women made substantial sacrifices of time and were both genuinely and generously cooperative. Without the foregoing, the study simply could not have been carried out to its present scope and extent. As a result, all persons who benefit from the Ohio educational system owe a special thanks to these participants.

Beyond acknowledgement due participants is the special acknowledgement due to the interviewers and other staff members who made this study possible. Their efforts as a team have been the key factor in translating responses of participants into a variety of important data and a series of helpful and incisive reports.

Particular acknowledgement is due to Dr. Arthur L. Cohen, who coordinated all phases of the study on behalf of the Ohio Department of Education. Dr. Cohen was particularly instrumental in development of the questionnaire administered for the study and in general management of the entire study. Special acknowledgement is also due to Dr. Barbara Everitt Bryant, Vice President of Market Opinion Research, Inc. for coordination of data gathering and analysis on behalf of Market Opinion Research and for the initial study report.

This study was part of the Ohio Department of Education's needs assessment activities and was funded by ESEA Title III.

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INTRODUCTION

Ask an educational administrator today what his chief obligation is regarding the trust given him by his community, and the odds are that his answer will be "accountability." Indeed, the obligation of educators to account in clear detail to the public for the use and effects of their trust is rapidly becoming one of the essential and very necessary ingredients of the educational process. Fulfillment of this obligation depends more and more on expanded citizenship participation in building and reshaping the contemporary educational process.

In light of the need for accountability and commensurate citizenship participation in the ongoing educational process, the Ohio Department of Education in 1971 undertook a study of Ohio young adults. The primary purpose of the study was to gain opinions from two specific age groups of young adults regarding their high school experiences and the relationship of those experiences to their world. The two age groups selected were 19-year-olds and 25-year-olds.

Both sample selection and interviewing were done by Market Opinion Research, Inc. under a contract with the Ohio Department of Education. The Department's Division of Planning and Evaluation administered the project. In all, 1,133 19-year-olds and 678 25-year-olds were contacted and personally interviewed by professional researchers. Each interview lasted 45 minutes to an hour.

Whether they graduated or not, all young adults interviewed had attended their last year of school in an Ohio high school. All were residents of Ohio at the time of the interviews. Additional information was gained through a mail survey of the parents of young adults interviewed. Seven hundred and ten parents returned the survey instrument.

A staggering amount of data resulted from the interviews, yielding much potential for future assessment of students and young adults regarding their opinions of the educational system. In the chapters that follow, a general overview of initial study results is presented.

From the outset, it is not the purpose of this report to inundate the reader with a flood of raw data and statistics. Therefore, use of hard data within the body of the report has been kept to a minimum. Certain unusual or interesting statistics have been cited from time to time; and charts and tables containing basic statistical information may be found in the appendices to the report. Several hundred pages of data, plus a final report from Market Opinion Research, Inc., are on file with the Ohio Department of Education and available to those who wish to pursue the ramifications of this report in greater detail.

Finally, it is sincerely hoped that this survey will be recognized for what it is. Far from being a novelty in educational needs assessment, the survey takes its place in a steadily growing comprehensive and ongoing permanent means for assessing the Ohio educational system through the eyes not merely of professional educators, but most importantly of those for whom the system primarily exists — namely, students, graduates, and, in effect, all citizens.

Coupled with a recent similar survey of high school students*, as well as other student and parent surveys currently being carried out by the Ohio Department of Education, the young adult survey should prove invaluable to all citizens interested in the education of our youth. It is, after all, from this and similar surveys that information necessary for sound decisions regarding the building and reshaping of the contemporary educational system will spring.

* Bryant, Barbara Everitt, *High School Students Look at Their World*
R. H. Goettler and Associates, Columbus, Ohio, 1970.

DEMOGRAPHIC DESCRIPTION OF THE TOTAL SAMPLE
USED IN THE STUDY

Demographic Breakdown of the Sample	19-Year-Olds		25-Year-Olds	
	Number (N)	Percent	Number (N)	Percent
Total Sample	1133	100.0%	678	100.0%
Sex:				
Male	562	49.6	319	47.1
Female	572	50.4	359	52.9
Race:				
White	981	86.5	604	89.3
Black	150	13.2	70	10.4
Other	3	0.3	2	0.3
High School Curriculum Taken:				
College preparatory	572	50.5	288	42.6
Vocational/Business/ Work-study	262	23.1	144	21.3
General	299	26.4	244	36.1
Racial composition of High School Attended:				
All white	339	30.0	215	31.8
Mostly white	558	49.4	342	50.6
Half white/Half black	157	13.9	80	11.8
Mostly black	62	5.5	32	4.7
All black	14	1.2	7	1.0
Type of Community in Which Now Live:				
Central City	391	34.5	231	34.1
Suburban	543	47.9	327	48.2
Rural/Small town	200	17.6	120	17.7
Geographical Region of Ohio:				
Northeast	486	42.9	322	47.5
Northwest	144	12.7	67	9.9
Central and Southeast	155	13.7	96	14.2
Metropolitan South	311	27.4	167	24.6
Non-metropolitan South	38	3.4	26	3.8
Present Main Activity:				
Job (full-time or part-time if no other main activity)	392	34.6	337	49.7
Education (vocational, college, graduate school)	424	37.4	47	6.9
Military Service	16	1.4	—	—
Housewife	104	9.2	251	37.7
Other	198	17.5	43	6.3

CHAPTER I: EXPERIENCE

In both person and community, we are in many ways the product of our experiences. This is especially so with regard to our formal educational experiences which, taken together, occur over an extended period of time during our most critical years of growth and maturation.

It is important, then, to share the experiences of education with today's young adults. It is important to listen to these experiences, and to think about them. For in listening to the experiences of others, no matter how common or mundane those experiences may appear to be, we open the door to share in the lives of others. And having shared together, we can then build together.

General Value of Education

Among both 19- and 25-year-olds participating in the study, there was nearly unanimous agreement that a high school education was worth all of the time and effort it required. Generally, then, the experience of high school was looked upon positively by young adults.

It is interesting to note that 25-year-olds tended to feel much more strongly about the value of an education than did the 19-year-olds. The parental group felt even more strongly about this issue than did 25-year-olds, indicating that perhaps people value an education more and more strongly as they grow older. (For additional information see Appendix, Table 5.)

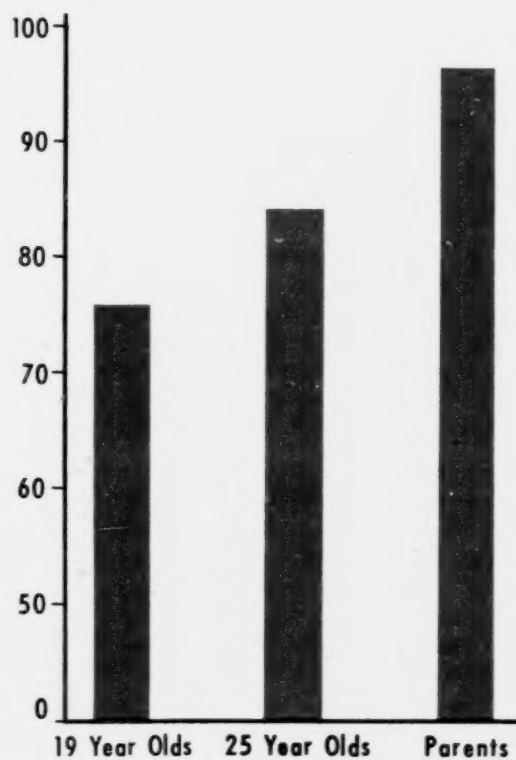
Despite general agreement that education was worth the time and effort it required, there was a diversity of opinion regarding specific aspects of our educational system. Some of this opinion will be dealt with more fully in Chapter II.

Choice of Study

About 88 percent of all 19-year-olds interviewed attended public schools. The majority of the remainder attended parochial schools, and less than 2 percent attended private schools or other institutions.

**A HIGH SCHOOL EDUCATION IS WORTH
ALL THE TIME AND EFFORT IT REQUIRES**

Percentage Agreeing



In terms of basic choice of study, slightly over half of this group chose a college preparatory curriculum, while 23 percent chose a vocational curriculum. In comparison, a smaller proportion of 25-year-olds had pursued a college preparatory curriculum, while a larger proportion had pursued a general curriculum. (For additional information see Appendix, Table 1.)

Both age groups were enrolled in equal proportion in vocational curricula. Far more 19-year-olds than 25-year-olds, however, had work-study experience. It should be kept in mind, especially with regard to vocational education, that 25-year-olds experienced vocational education at a time when current in-depth federal and state programs in vocational education were just getting underway. On the other hand, 19-year-olds have experienced a greater impact of many of these programs.

Two-thirds of the 19-year-olds chose their high school curricula at the ninth grade or below, and an even greater proportion of college preparatory students made their choice that early. Most said the program they chose was what they really wanted. This was particularly true of vocational students. However, 16 percent changed course programs while they were still in high school, one fourth said they would choose differently if they were to make their choice today.

A demographic description of college preparatory, vocational and general curriculum groups at the time today's 19-year-olds were in high school shows that college preparatory students were primarily in the upper half of their high school classes, vocational students were predominately in the second and third quartiles of their classes, and a relatively small percentage of general curriculum students were in the top quartile of their class. Three measures of socio-economic status — father's and mother's education level and father's occupation — indicated that college preparatory students came proportionally more from those families whose fathers were in professional occupations and whose parents had some college education. (For additional information see Appendix, Table 1.)

College preparatory students, when compared with general students, were satisfied in greater proportion with their choice of curriculum. Not surprisingly, those who were dissatisfied with the college preparatory

curriculum would have moved in the direction of more vocational courses were they able to choose again. Those vocational students who were dissatisfied with their program would have taken more college preparatory courses. About half of the general curriculum students who said they would have chosen other courses would have selected college preparatory courses, while the other half would have selected vocational courses.

Most 25-year-olds said they would make the same choice were they to pick their curricula today. Those who achieved high levels of education tended to be much happier with their original choice than those who discontinued their formal education at the earlier point. However, it is significant that **over a third** of this age group felt that they would make a different choice if they had it to do over again. Forty-six percent of this group would choose a vocational, job-oriented program and 39 percent would choose a college preparatory curriculum. (For additional information see Appendix, Table 2.)

From the parental point of view, over two-thirds of all parents interviewed said they would want their son or daughter to choose the same curriculum if he were in high school now. However, only half of the black parents interviewed would want their child to choose the same curriculum again. Significantly, parents of 19-year-olds felt that their children's original choice of curriculum was the right choice in much greater numbers than did the parents of 25-year-olds.

When 19-year-olds were asked the single most important reason for their curriculum choice, the majority said it was "what I really wanted." However, it is interesting to note that responses by curriculum groups ranged from 52 percent for the general students and 58 percent for college preparatory students to a high of 71 percent for vocational students. The second most important reason for curriculum choice was, "My school counselor said I should take this course." Nearly 12 percent of the general students said, "I didn't know what else to take." Parental influence was reported as the main reason for only 6 percent.

Parents tended to feel more than students that they were the major influence in their children's choice of curricula. But the majority of both

parents and children said the choice was made by the student himself. Both parents and students attributed a similar amount of influence to school counselors.

A great majority of the parents thought that the courses their children wanted and needed were offered at their schools. Among those 12 percent of parents who named specific courses that were wanted but unavailable, 25 percent named auto mechanics and 14 percent named additional languages.

Participation in Activities

Four out of five 19-year-olds participated in activities while in high school. Of these, a fourth said they were "very active," one-fourth said "moderately active," a fourth "participated occasionally," and the remaining fourth said they participated less than occasionally. General curriculum students tended to be more active in sports than college preparatory or vocational students, while college preparatory students were much more active in student government. The extent of participation in music, art and drama activities was similar for those in all curricula. Journalistic activities were more the province of the college preparatory and vocational rather than of the general students.

Generally, female students were more involved in activities than male students. They chose drama, music, and art activities more than their male counterparts, but were less active in sports. Students at suburban schools were generally more involved in activities than were those at central city or rural/small town schools. But, in all types of communities, students chose the same activities in the same proportions.

Black students participated in extra-curricular activities in the same proportions as did white students, and they chose the same activities as white students in the same proportions. It is interesting to note that parents of black students perceived their children as more successful in extra-curricular activities than did parents of white students.

Somewhat over half of the 19-year-olds and 25-year-olds who participated in school activities felt that such participation helped them in their jobs or education since high school. The respondents said that at the experience of

learning to get along and work with other people, rather than any specific skills they acquired in the activities, was the main reason that extra-curricular activities were of value to them.

Experiences in Specific Courses

When asked what they remember liking the most and the least about high school, 19-year-olds tended to select specific courses in both cases. The best-liked courses were social studies courses, including social sciences, history, government, and political science. These were followed by English, mathematics and science, all of which were best liked by college preparatory students. Vocational students liked business courses far more than other students, and shop received a strong preference vote from vocational and general curriculum students. Among academic courses, general curriculum students' likes and dislikes were similar to those of college preparatory students, but they favored home economics and physical education courses more strongly than either of the other groups.

The courses remembered as those "least liked" were almost the same as those "best liked," except that mathematics and social studies were reversed. The rank order for "least liked" courses was mathematics, English, social studies, science, languages and physical education. Vocational and general curriculum students disliked English more than math, while the reverse was true of college preparatory students.

Perhaps it is worth pointing out that 11 percent of the general curriculum students said they liked "nothing" best about high school.

While nearly half of both the 19-year-olds and 25-year-olds spontaneously named courses as what they liked most about high school, two-thirds of the younger group and three-fourths of the older group named courses as their biggest dislikes. The distribution of most-liked and least-liked courses was similar for both groups.

Vocational and general students tended more than college preparatory students to name specific courses as the "most important thing" they learned, perhaps because more college preparatory students were recently involved with other, post-high school courses. Those who went directly

from high school to full-time employment tended to name the strictly academic courses - social studies, history, science, English, languages, and mathematics - as the ones they felt were a waste of time. Those who continued their education found English far and away the most useful course they had taken, followed by math, science, social studies, and history.

(An earlier survey, *High School Students Look at Their World*,* throws an interesting sidelight on the discussion of students' likes and dislikes. The young adults in this present study, who have been out of high school for either one year or seven years, overwhelmingly mentioned courses as their primary likes and dislikes, while those students still in high school focused on people in their schools with whom they were still in daily interaction.)

Practicality of the High School Experience

Former vocational students were the most positive of all when asked if their high school courses were practical, and general curriculum students ranked next. College preparatory students saw some practicality in their high school courses, but less than the other two groups.

Eighty-five percent of the 19-year-olds held summer or part-time jobs while they were in high school, and a third of these thought that their high school education helped them get these jobs. Vocational students credit co-op and business courses as the most helpful, while college preparatory students named English and mathematics.

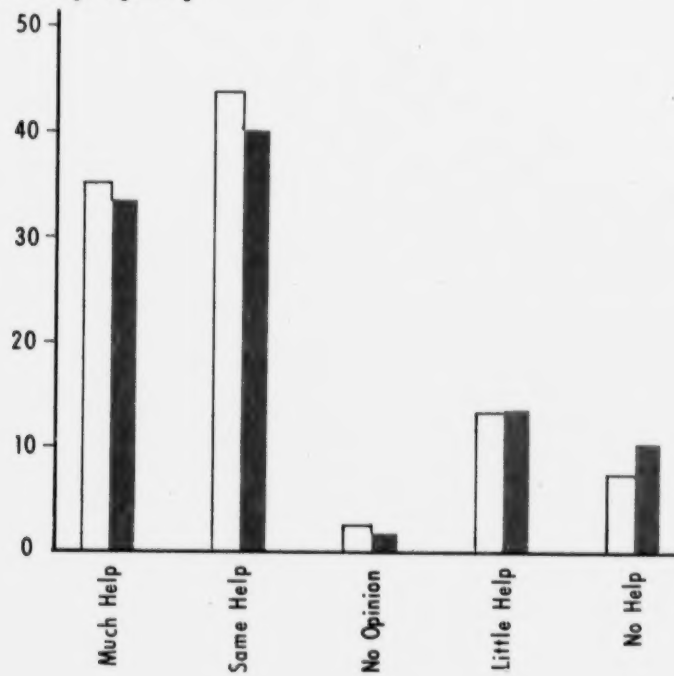
In the 25-year-old group, nearly three-fourths of those who went from high school to their first full-time permanent job felt that high school helped prepare them for the job. Of those who went on to further education, 90 percent felt that high school helped prepare them for the activity.

Of those employed at the present time, one-third said that high school was "no help at all" on their **first job**. However, only 11 percent felt what they learned in high school was of no help with what they are doing now.

*Ibid., p. 85

DO YOU FEEL WHAT YOU LEARNED IN HIGH SCHOOL
IS HELPFUL IN WHAT YOU ARE DOING?

Percentage Agreeing



□ 19 Year Olds
■ 25 Year Olds

Among the 19-year-olds, former vocational students were markedly more enthusiastic about the helpfulness of their high school courses on their first jobs after high school than were graduates of other curricula. Among former vocational students, one-fifth felt that their high school education was "no help at all"; while nearly one-third of those from other curriculum groups felt the same way. Thus, graduates of vocational curricula showed significantly more satisfaction with the practicality of their high school experiences than did graduates of other curricula.

CHAPTER II: REFLECTIONS

Having shared some of their basic high school experiences with interviewers, the young adults participating in the survey reflected on various aspects of those experiences.

Just as it is important to share experiences with young adults, so, also, is it very important to share their thoughts. You are invited to share in the following ideas and opinions; and above all, to take a few moments to listen quietly to the reflections of these young adults.

The Most Important Thing Learned in High School

Young adults today are very people-oriented, and this orientation is reflected in their response to the question "What was the single most important thing you learned in high school?" The largest group of 19-year-olds responded that "learning to get along with people" was the most important thing learned during their high school years. "Learning to get along" according to those interviewed, included respecting and getting along with people of different races and beliefs, learning to live and communicate effectively with other people, and generally learning about other people.

Having placed learning about people at the top of the list, 19-year-olds then mentioned items learned in specific courses as the second most important thing learned in high school.

Seven years after high school, the 25-year-olds felt just as strongly as the younger group that getting along with people, communicating and living with others was the most important thing they learned.

When asked how successful they felt they had been in high school, 19-year-olds from all curricula rated themselves between "fairly successful" and "very successful" at making friends, being themselves, getting to know the teachers well, having fun, and finding some courses or subjects very interesting. College preparatory students rated themselves lower on success in making friends and on "being myself" than did vocational students, though all groups gave themselves relatively high

ratings. The entire aggregate of 19-year-old young adults averaged themselves as being "fairly successful" in making satisfactory grades, but former college preparatory students put themselves much higher than former general curriculum students in this regard, with vocational students falling in between.

As a group, general curriculum students felt less successful in English and math than did college preparatory and vocational students. Vocational students felt most successful of the three groups in career and job preparation classes.

Regarding other measures of academic achievement besides grades (for example, meeting the expectation of parents and teachers), those who took a college preparatory course felt most successful of the curricula groups.

Parents' views regarding expectations for their children coincided with the expectations of the young adults themselves. Parents of college preparatory students felt more that their children did as well as they expected them to do; while parents of vocational students, and parents of general curriculum felt less often that their children met their expectations. One-third of all the parents felt their children did as well as they wanted them to do; one-third thought they did almost as well; and one-third of the parents said their children fell short of their expectations.

The 25-year-old group rated themselves significantly lower than the 19-year-olds did on getting to know teachers well, learning how to study, making satisfactory grades, fulfilling parents' and teachers' expectations, and learning to communicate with others. There is no way of knowing whether these discrepancies represent real differences in accomplishment or simply a sharper self-appraisal by 25-year-olds. Conversely, compared to the 19-year-olds, the 25-year-olds felt they did better in having fun, finding some courses very interesting and being school leaders. Those who later completed higher levels of education expressed greater feelings of success in making good grades, living up to parents' and teachers' expectations, and school leadership.

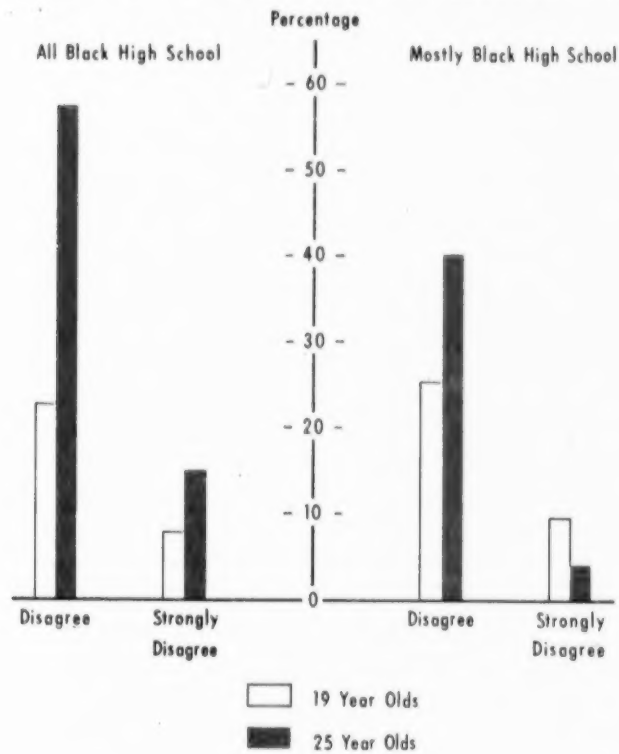
Few differences appeared among curriculum and racial groups when young adults were asked their feelings about being part of the social structure, with the exception that college preparatory students felt somewhat less than others that they had a lot of friends or that they liked most of the other students in their class. The data indicated no difference between blacks and whites with respect to their making friends or feeling that "other students looked down on me."

Black young adults did report feeling less affluent than whites, and those in general and vocational curricula felt they were less well off than those who were in college preparatory courses. However, any feelings of material disadvantage do not carry over to personal clothing. All students felt similarly that when they were in high school their clothes were in style. The 19-year-olds tended to feel more than the older group that they had enough spending money, but they also felt more strongly than the 25-year-olds that other students looked down on them and less that they liked other students in their class. The data indicated that 25-year-old blacks, like their younger counterparts, felt they had enough spending money to meet their needs; but they were not as strong in this belief, as a group, as were the white students of their own age.

In terms of former students' attitudes toward the perceived quality of their high school courses, there is little difference between 19 and 25-year-olds. Fifty-eight percent of the 25-year-olds and 56 percent of the 19-year-olds either "agreed" or "strongly agreed" that "My high school offered as many courses and programs as a **really good** high school in Ohio." In both age categories, 28 percent "disagreed," or "strongly disagreed" with this statement and the remaining respondents had no opinion. Those from "mostly black" and "all black" schools, however, indicated very different perceptions. Forty-four percent of the 25-year-olds from "mostly black" schools and 71 percent from "all black" schools "disagreed" or "strongly disagreed" with the statement. Among 19-year-olds, this attitude was not nearly as strong, indicating perhaps that programs in these schools are improving.

When parents were asked their opinions of the quality of their children's education, 84 percent said their son or daughter had received adequate or better education.

**MY HIGH SCHOOL OFFERED AS MANY COURSES
AND PROGRAMS AS A REALLY GOOD HIGH SCHOOL IN OHIO DID**



Reflections on Courses

The 19-year-olds who went immediately to work after high school found that mathematics and business courses were the most useful on their first job, and 17 percent wished they had taken business courses. Of those who named courses they wished they had taken, 40 percent said these courses had been available at their high school, nearly half said **they did not know** if the courses were available and only 14 percent said the courses they needed were not available. Those who were employed tended to name strictly academic courses such as social studies, history, science, English, languages and mathematics as those they felt were a waste of time.

Those who continued their educations found English to be the most useful course they had taken in high school, followed by mathematics, science, social studies and history. Fifteen percent wished they had taken more science, and 14 percent wished they had taken business courses. Half said the courses they wished they had taken were available, and one-third did not know whether these courses were available or not. Indications are that a high school education seems to have been perceived one year later as most help to those who continued their education, and the least help to those who entered military service.

For 25-year-olds who either went right to work after school or who went on to more schooling, the profiles of "helpful," "desired," and "waste of time" courses match almost exactly those charted for 19-year-olds.

In comparing 19 and 25-year-old housewives, a greater percentage of 19-year-olds who were housewives named home economics as the most helpful course they had taken than did their 25-year-old counterparts. The 25-year-old housewives placed more emphasis on the mathematics, English, and business courses. Of the 19-year-old housewives, 41 percent did not complete high school whereas only 17 percent of the 25-year-olds had not completed high school. For both age groups, however, home economics was the course that most wished they had taken. Over half of the 25-year-old housewives felt their high school education helped them "a little" in their present role as a housewife, and 26 percent felt it helped them "very much."

Reflections on Counseling in High School

Eighty percent of the employed 19-year-olds said that job and career information was available at their high schools. They ranked counselors, parents, and teachers, in that order, as their primary sources of job and career information while they were in school. Their present sources, in order of importance, are parents, newspapers, personal friends, friends at work, magazines, TV, radio, books, and employment agencies.

One year beyond high school, the total group of 19-year-olds rated the academic and educational counseling they had in high school higher than they rated their job and career counseling. However, those who were in a vocational curriculum gave higher ratings to both their academic and career counseling than did their peers in other curricula. Twenty-five-year-olds gave poorer ratings to both the academic and career counseling they had received in high school than did the 19-year-olds, but they did rate academic counseling ahead of career counseling. (For additional information see Appendix, Tables 3 and 4.)

Half of the parents rated the academic counseling their children received as good-to-excellent, while one-fifth thought it was poor. More than 40 percent gave a good-to-excellent rating to career counseling. Nineteen-year-olds gave more "good" ratings to their counseling than their parents did, while 25-year-olds gave fewer. Among both groups of young adults, former vocational students gave more "good" ratings to their counseling than their parents did.

Overall, however, many of the faults, which those surveyed found with their high school education boiled down to inadequacies in school counseling. Certainly some inadequacy was indicated by the numbers who wished they had been in different curricula, by the 44 percent of employed 19-year-olds who desired to change occupations, and by nearly half of the employed 19-year-olds who named courses they would have taken had they known that such courses were available.

There are some signs, however, that counseling has improved in the years since the 25-year-olds were in school. Though both age groups rated their academic counseling higher than their career counseling, the younger

group rated both somewhat higher than did their older counterparts. Fewer 19-year-olds said they wished they had chosen a different curriculum. In the matter of counseling, vocational students seem to have fared better than those in other curricula. Half the 19-year-old former vocational students rated their academic counseling "good" and 15 percent rated it "excellent." Nearly half rated their job counseling "good" and 18 percent rated it "excellent," much higher ratings than other students gave either academic or career counseling. Many more parents of 19-year-olds than of 25-year-olds (73 compared to 59 percent) felt their child's curriculum choice was right — another indication that the quality of counseling probably has improved in the seven-year interval.

Reflections on the Practicality of Education

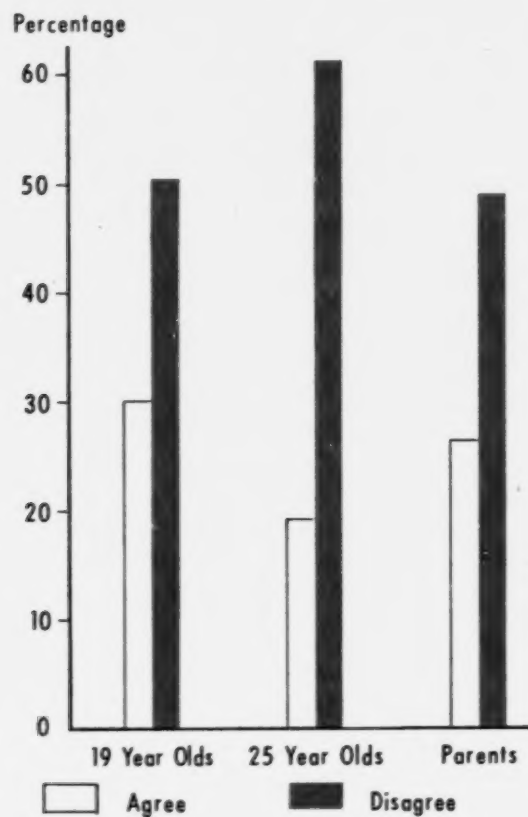
Former students and their parents both expressed a strong belief in the worth of an education. More than half of the former students and their parents agreed that their high school courses were practical and that schools did encourage the student to think for himself. Both generations thought, however, that schools had not always prepared students to face the problems of real life. This skepticism rose with educational attainment and socio-economic status.

There was some evidence that schools are better preparing students to meet the problems of real life. More parents of 19-year-olds thought their children were better prepared for their present roles than did parents of 25-year-olds. While former students of both ages were enrolled in vocational curricula in similar proportions, twice as large a percentage of the younger group had work-study experience. Of those who were unemployed, 19-year-olds less often blamed the inability to find work on the education they had received than did the 25-year-olds.

Reflections on Social Outlooks

Two-thirds of the 19-year-olds and three-quarters of the 25-year-olds said they felt their attitudes and values had undergone fundamental changes since high school. Most perceived themselves as generally more mature now than when they were in high school. They said they take life more seriously and have become more responsible in the time since leaving high

SCHOOLS PREPARE STUDENTS TO FACE PROBLEMS OF REAL LIFE WHEN THEY GET OUT OF SCHOOL



school. With regard to the older group, this perception of change was highest among those who went on to further education. It was also high for those who did not finish high school, compared to those who stopped their formal education at high school graduation.

Parents saw less change in their children's attitudes and goals than did the children themselves. Over 40 percent said they felt their children had changed. The parents who did acknowledge change regarded the changes positively, saying their children had acquired a sense of responsibility, were studying or working harder and were learning to handle money better.

Not quite a fourth of the young adults and their parents perceived a basic generation gap. Two-thirds of the young people said they agreed with what their parents considered to be most important. Those who recognized differences named such points of disagreement as the value of making and saving money, religious views, stands on social and political issues, dress and hair styles, and the young person's desire for independence.

The two generations were quite far apart on the question of whether or not the government should guarantee a living to those who cannot find work. Here, the aggregate young adult sample said "yes" while the parent sample disagreed. The two generations agreed, though not strongly, that schools prepared children to think for themselves. Both generations felt that schools did not always prepare students to face the problems of real life. The majority of both felt that "blacks can get as far in life as anyone else." Of some interest is the fact that former college preparatory students were in less agreement with this idea than were blacks themselves.

Reflections on the Future

The word which best describes these former students is "optimistic." Over 90 percent of the 19-year-olds agreed with the statement, "I look forward to the future (the next four or five years)." They were somewhat less positive about the idea that "It is great to be living in these exciting times."

Nineteen-year-olds expressed even more strongly than 25-year-olds the feeling that while in high school they had hope "of someday being really

successful." This optimistic attitude was much stronger among the younger blacks than among their 25-year-old counterparts.

Skepticism, in general, seemed to rise with age and educational attainment (or potential attainment). The college-bound 19-year-olds were neutral to negative on the question of whether or not schools encouraged students to think for themselves, while former vocational and general curriculum students felt positively that schools did encourage individual thinking. Former college preparatory students were much less likely to believe that anyone with ability and willingness to work hard has a good chance of success. While the 25-year-olds valued their high school education more highly, they felt less than the 19-year-olds that schools encourage an individual to think for himself and prepare students to face the problems of real life.

CHAPTER III: WHERE IT'S AT NOW

One of the key aspects of the young adult survey was to determine "where it's at now" for young adults who have attended Ohio's high schools. Toward that end, participants in the survey were asked a number of questions regarding employment, home, and current educational status, as well as their present general satisfaction with life. A summary of their answers follows:

In all, 86 percent of the 19-year-olds and 87 percent of the 25-year-olds had graduated from high school. About 2 percent of the 19-year-olds were still completing high school, while 12 percent had dropped out. Reasons given for dropping out were, in order of importance to interviewees, 1) marriage; 2) dislike of school; teachers and/or other students; 3) not doing well in school; 4) wanted to go to work; and 5) had to go to work for money.

Over half the 19-year-olds surveyed had taken college preparatory courses, and nearly two-thirds of those were enrolled in further education at the time of the survey. People in the next largest group (fully one-third of the total sample) went into their first full-time jobs immediately after high school. Many of these persons were combining further education and employment.

Eighteen percent of the 19-year-old women had become housewives within a year after high school. Over nine percent of all 19-year-olds described themselves as unemployed and 5 percent as "loafing." Small percentages reported being engaged in travel, full-time volunteer work, and military service.

Not surprisingly, nearly half of the older group was employed full-time and 70 percent of the women reported their main activity as being housewives (79 percent of women were married). Seven percent were continuing their education. Most of these were still working toward undergraduate degrees. Six percent described themselves as unemployed or loafing. A third of the unemployed did not finish high school, another third have had some college education.

Education After High School

Over half of 19-year-olds went on to some further education after high school, and 37 percent considered education their primary activity one year after high school. Of these, 85 percent were former college preparatory students, nine percent were former general curriculum students, and seven percent were former vocational students.

As might be expected, college preparatory students were furthering their education in greater proportion than those from other curricula. In proportion, more whites than blacks and slightly more men than women had continued their education at age 19.

The great majority of those continuing their education were enrolled in colleges or universities, with an additional small percentage enrolled in junior or community colleges. Smaller numbers were enrolled in apprenticeship programs, public and private vocational or business schools, technical institutes, beautician and cosmetology schools, and educational programs in the military service.

In comparison to 19-year-olds, fewer 25-year-olds attended colleges and universities, and more enrolled in apprenticeship programs, vocational, business, and technical schools, and military education programs. Fifty-six of the 678 in this group had enrolled in post-graduate work, with 23 having attained graduate degrees. (For additional information see Appendix, Table 7.)

More of the 25-year-olds entered the military service and fewer were unemployed during their first year out of high school than was the case for the 19-year-olds. This fact probably reflects national conditions regarding the Vietnam war, the draft, and the economy rather than the effects of high school preparation. A larger proportion of women in the older group became housewives immediately following high school. At the time of the survey, about seven percent of the 25-year-olds were still engaged in education as their major commitment.

Nearly a third of the 25-year-olds were high school graduates who had no further education; 18 percent were college graduates; and 14.5 percent had completed vocational or technical programs beyond high school.

Proportionally more men than women attended college, but an equal proportion of both sexes graduated. However, twice the percentage of men as women had done or are doing post-graduate work.

In this older age group, the percent of blacks who did not complete high school was twice that of whites. Two out of five whites had some college education, but less than half of that proportion of blacks had had any college education.

RATIO OF PERCENTAGES OF WHITES: PERCENTAGES OF BLACKS ACHIEVING EDUCATION LEVELS AMONG 25-YEAR-OLDS

	Ratio of % of Whites : % of Blacks
	(Approximate)
High school graduate	7:6
High school graduate, no further education	6:5
Post-high school vocational/technical	4:5
Some college	5:3
College graduate	5:2
Post-graduate work	3:1

The results of interviews with 19-year-olds indicated that when compared to the 25-year-old group there was no significant difference between the races in terms of completing high school. More of the younger blacks were in college preparatory and vocational programs than was true of their 25-year-old counterparts, who were primarily enrolled in a general curriculum. The percent of blacks who were pursuing education on a full-time basis immediately following high school has risen from 19 percent to 23 percent over a six year period.

Half of the 25-year-olds have moved away from the community where they attended high school; and the type of community in which they now live appeared to have some relation to their educational attainment. Far more of those living in suburban areas had acquired education beyond the high school level than had those living in small towns or rural areas. Also, more rural and small town young adults had remained in the community where they had gone to high school.

As would be anticipated, far more former college preparatory students continued on to college and far more vocational students continued on to further vocational education. The college preparatory group of 25-year-olds contained the smallest percentage of those not finishing high school and the highest percentage of college graduates. The great majority of vocational students graduated from high school but they had had no post-secondary education. However, nearly a fourth of them had taken some post-high school vocational or technical training, and over five percent were college graduates. The subgroup of former general curriculum students had the highest percentage of those not completing high school and the smallest percentage of college graduates.

In spite of actual levels of educational achievement, over three-fourths of the 19-year-olds and two-thirds of the 25-year-olds surveyed expected to get more education at some time in the future. For half of the 19-year-olds, and particularly college preparatory students, the main reason given for seeking further education was personal enrichment and enjoyment. One-third said their motive in seeking more education was to move to a better or more interesting job. This was particularly true of vocational and general curriculum students. In the older group, 80 percent of those who had graduated from college and 40 percent who had not continued beyond high school anticipated getting more education. (For additional information see Appendix, Table 8.)

Overall, three-fourths of the parents expected their children to get more formal education. This was truer of the parents of 19-year-olds than of 25-year-olds. In the younger group, the expectation for further education was about equal between parents and children.

Most of the 19-year-olds interested in education beyond high school indicated that they would seek further education at a four-year college or university. Some said they were planning on going to graduate school. The vast majority of college preparatory students planned to go to college while 19 percent of both vocational and general students planned to go to college. Significant numbers of vocational and general students said their plans involved apprenticeships, public vocational or business school, technical institutes, or junior or community colleges.

Employment After High School

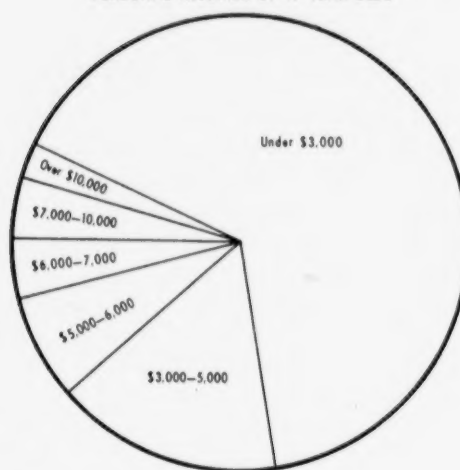
For a third of the 19-year-olds, the first major activity after high school was a full-time job. Those going into full-time jobs consisted equally of former college preparatory, vocational, and general curriculum students. Vocational students made up the smallest group in school but had the largest percentage employed a year after high school. There were larger percentages of job holders among whites than blacks and among men than women. Ten percent of those employed at age 19 had not graduated from high school. (For additional information see Appendix, Table 9.)

The largest number of 19-year-old job holders were in clerical and sales jobs, followed by service workers and laborers, unskilled labor, and skilled crafts. Only two percent were in professional, technical, managerial or entrepreneurial occupations. In contrast, 18 percent of the 25-year-olds had risen to professional and managerial positions; nearly 11 percent were in clerical and sales jobs; nine percent were skilled laborers or foremen; nine percent were unskilled labor; and six percent were in service occupations. The proportion of men and women and blacks and whites in professional or technical positions was about even. But there were proportionally far more men than women and whites than blacks in managerial and entrepreneurial positions. There was not a wide discrepancy between the proportions of whites and blacks in clerical jobs and skilled trades, but the proportion of unskilled occupations was twice as great among 25-year-old blacks.

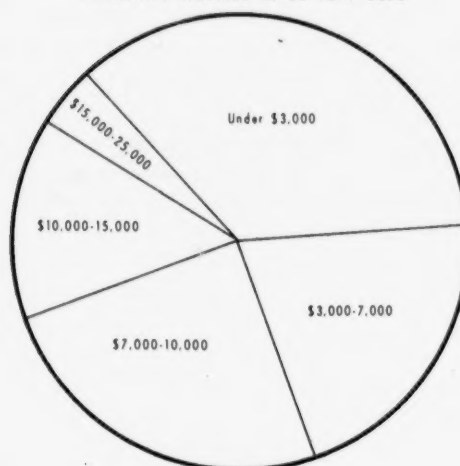
The incomes of 19-year-olds reflected the nature of their student status or beginning full-time or part-time jobs. Two-thirds had personal incomes under \$3,000 (this included housewives and the unemployed). Another 14 percent had incomes of \$3,000 to \$5,000 per year; six percent earned \$5,000 to \$6,000; four percent earned \$6,000 to \$7,000; four percent earned between \$7,000 and \$10,000; and only one percent earned over \$10,000.

In contrast, only a third of the 25-year-olds had personal incomes under \$3,000. Another 25 percent were making personal incomes of \$7,000 to \$10,000 annually. Twelve percent said their personal incomes were between \$10,000 and \$15,000. At the upper income level, two percent of whites and four percent of blacks were making \$15,000 to \$25,000.

PERSONAL INCOMES OF 19 YEAR OLDS



PERSONAL INCOMES OF 25-YEAR-OLDS



On the average, 19-year-old job holders agreed strongly with statements such as, "I try hard to do high quality work," and "I like the people I work with." They did not believe that their jobs were boring, or that the only thing they wanted from their jobs was a pay check. (For additional information see Appendix, Table 10.)

However, vocational students showed some marked differences in job attitudes from their counterparts in college preparatory and general courses. College preparatory and general curriculum students tended to believe that they were not doing the kind of work for which their educations had prepared them. Vocational students felt that they would like to remain in their occupation. They were much firmer in expressing the attitude that it is **not** "okay for me to be absent when I feel like it."

The six-year age difference between the two groups apparently produces more maturity in job attitudes, as well as a different composition in the working force. The older group felt much more positively than did the younger group that they were well trained for their jobs, that there is a future in their jobs, that they will get more pay by promotions and that they liked their jobs. Their attitudes also reflected their greater family responsibilities, and they felt strongly that one major purpose for working was to support their families. Both age groups agreed strongly that they liked the people they worked with and that they tried to do high quality work. Both groups, however, tended to be more dissatisfied than satisfied with their pay.

There was significantly more feeling among the 25-year-olds than among the 19-year-olds that what they were doing was the kind of work for which their education had prepared them. This feeling was strongest among those who had graduated from college or had done post-graduate work. College graduates also tended to be somewhat more critical of their job and educational attainment. At the other end of the educational scale, those who did not graduate from high school felt less positively about their job futures. Their attitudes, however, tended to differ only in degree, and not in direction, from their more formally educated peers and overall job future was regarded positively.

The unemployment rate for 19-year-olds was considerably higher than among all Ohio adults. It was also higher for this group than it was for the 25-year-olds when they were 19. In fact, nine percent of the younger group identified themselves as unemployed and five percent admitted to loafing. Nearly three-fourths of the unemployed were high school graduates; a third were in the second highest quartile of their high school class (14 percent were in the top quartile). Three-fifths of the unemployed were male; three-fourths were white; one-fourth were black; and nearly all were single.

Two-thirds of those who described themselves as unemployed and loafing said they were actively seeking jobs. Only one-third of the job seekers blamed lack of job skills for their inability to find work, and of those who named the specific skills they lacked, most were women who thought they should have learned business and office skills in school.

While only 5.5 percent of the 25-year-olds reported that they were unemployed, this figure was still higher than the overall 4.8 percent state average, as of September 1971. Another .6 percent said that they were loafing. None of the latter was actively seeking work, but 70 percent of the unemployed were. Of these, nearly half attributed their inability to find a job to a lack of job skills, and two-thirds of those felt that they should have acquired the needed skills in high school. Nearly one-third of the unemployed had not completed high school, but another third had attended college.

Nearly half of the unemployed 25-year-olds still lived with their parents, compared with 16 percent for all 25-year-olds. More persons in this group lived in mother-only households when they were in high school, and the parents of more than half of this group had a grade school education or less. Three-fourths of the unemployed 25-year-olds were males, and 40 percent were black.

Some Aspects of Social Life After High School

When young adults were asked about their present and probable future sources of satisfaction, both age groups ranked family and home life first and work second. Family and home were of even more importance to the

25-year-old group than to the 19-year-old group. Following family and home, both age groups listed, in order of importance, friends; political, social, and religious activities; recreation and hobbies; and community organizations as their chief sources of satisfaction now. They anticipated that these items would remain their sources of satisfaction in the future with the exception that they expected to get more fulfillment out of community organizations and less from hobbies and recreation. (For additional information see Appendix, Table 11.)

Asked to think ten years ahead to what would bring them the most satisfaction in their jobs or careers, the largest group of 19-year-olds named specific professional or job skills. Eleven percent aspired to own or manage their own business and ten percent expressed goals for more education. Smaller numbers gave generalized statements about being successful or having a good job, helping people, and pursuing activities such as being an entertainer. In the older group, one-fourth of both men and women named specific professional or business skills, and over a fourth of the men expressed a desire to hold down management jobs. Another 14 percent aspired to own or run their own business.

Two-thirds of the 25-year-old housewives expected to be employed outside the home at some time in the future, and nearly half of those thought they would need more schooling to get the type of job they wanted. Over 40 percent of these women considered being a housewife their "career" goal ten years ahead, while 10 percent hoped to get more education. Housewives who were also college graduates anticipated working outside the home much more than other housewives. The feeling that they would need to return to school was strongest among those who have had some college but not earned a degree.

More 25-year-old housewives had activities outside the home than did 19-year-old housewives. Their involvement in outside activities rose steadily with their level of educational attainment.

Among all 19-year-olds, three-fourths still lived with their parents and 88 percent had their permanent address in the same community where they finished high school. This included those who lived in college residences during the academic year, but still considered their parents' home their

permanent address. Of the 12 percent of 19-year-olds who were married, ten percent were no longer living with their parents. Less than two percent of this age group lived alone, and a smaller number lived with others who were not members of their family or with family members besides parents or spouses.

Few 25-year-olds still lived with their parents. One-half no longer lived in the communities where they went to high school. Nearly three-fourths had set up separate households with their husband or wife; four percent lived with non-family members; three percent lived alone; and another three percent lived with family members other than spouse or parents.

Four out of ten 25-year-olds had assumed the responsibilities of home ownership; 11 percent lived with their families and paid no rent; and the balance rented their places of residence. Most lived in houses, a fourth lived in apartments, three percent lived in mobile homes, and less than one percent lived in group residences. More rural and small town 25-year-olds had remained in their high school community than had suburbanites. Far more in the northwest part of the state had remained in their high school community than had those in any other geographic area.

Married 19-year-olds were four times more apt to be women than men. Ten percent of the 19-year-olds had children (mostly one child, though a few had two or three). Divorce and separation had touched only nine of the 1,133 19-year-olds interviewed, eight of them women. Larger proportions of former general curriculum and vocational curriculum students were married by the time they were 19 than were former college preparatory students.

Among all sub-groups of 19-year-olds delineated for the survey, the housewife category had the largest proportion of non-high school graduates. Of the 43 housewives who did not complete high school, 30 gave marriage as their reason for not finishing. Sixty-six housewives said their present activities were confined to their homes and families. The other third had part-time jobs or did volunteer work. Six were continuing their education, including two who were working toward college degrees.

A larger proportion of the 25-year-old women became housewives immediately following high school than was the case for the 19-year-olds. At the time of the study, three-quarters of the 25-year-old sample, men and women, were married and 62 percent had children. Three percent of the 25-year-olds were divorced, one percent were separated, and the balance were single. The marriage rate was considerably higher among whites than blacks, and the divorce and separation rates much lower.

Eighty-three percent of the 25-year-old married women considered home and family their main occupation. Nine out of ten of these women were mothers, most with one or two children, but nearly a quarter had three, and four percent had four children. Over half of the 25-year-old housewives had activities outside the home, compared with less than a third of the 19-year-olds. One-third of those with activities outside the home held part-time jobs, and nearly half were engaged in some volunteer activity. More of those who had attended college were involved in volunteer community, political and charity activities than were those of other educational levels. In fact, involvement with outside activities rose steadily with educational attainment, from 37 percent for those who did not complete high school to 72 percent for college graduates.

Most 19-year-olds said discussions with their parents were as important a source of information now as then they were in high school. The news media had become a more important source of information for both career planning and national events than it was when the 19-year-olds were in high school.

In terms of time spent on some aspect of the media, 19-year-olds reported that television viewing accounted for the greatest proportion. One-fifth of these young adults had spent no time reading magazines and over a third had spent no time reading a book, in the week immediately prior to the survey. There were more non-book readers among general curriculum and vocational students than among former college preparatory students.

Information sources for the 25-year-olds were similar to those for the younger group. Newspapers ranked slightly ahead of TV as the most-used source of national and world news. Almost all of this age group had spent some time in the week before being interviewed watching television and

reading newspapers while 89 percent had listened to the radio; and 80 percent had read magazines. Sixty-one percent had spent time reading a book.

Over a third of the 19-year-old group had registered to vote at the time this survey was conducted (the law giving them the franchise was passed only a few months earlier), although there had been no major state or national election since they became eligible to vote. Eight percent of those registered reported that they had taken part in the most recent school election in their communities. The percent registered to vote was nearly doubled for the 25-year-old group. Registration among blacks and whites, as well as males and females occurred in similar proportions. Of the registered 25-year-olds, two-thirds had participated in the last school election in their communities.

Participation in community activities seemed to increase with age. Two out of five 19-year-olds participated in civic, political, school, church, or service groups, even though four out of five had participated to some extent in high school activities. However, half of the 25-year-olds participated in some phase of community activity.

Twenty-five-year-olds, on the average, found that what they were doing at the time of the study generally met the expectations they had had in their last year of high school. Those who went on to graduate from college found that what they were doing was actually better than what they had anticipated, but blacks and the unemployed found that what they were doing was "not as good" as what they had expected. The 25-year-olds felt, more than did the 19-year-olds, that their present activities lived up to their expectations.

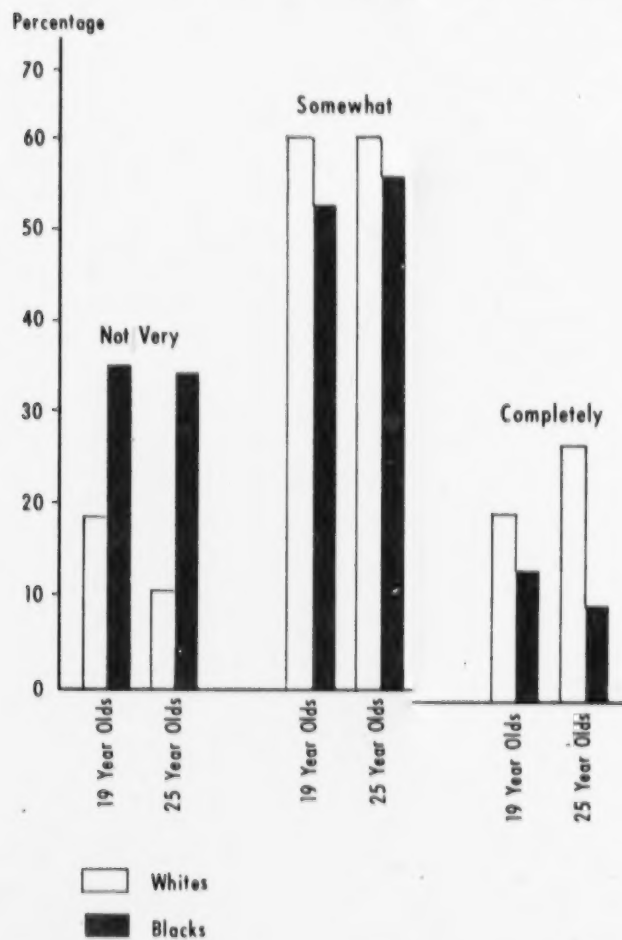
Slightly more than half of the 19-year-old group said that what they were doing was "as good as" what they had expected to be doing a year ago, while 20 percent said that what they were doing was better. However, a quarter of the 19-year-olds, including one-third of the former vocational and general curricula students and nearly half of the blacks interviewed, said that what they were currently doing had not lived up to their expectations of a year earlier.

Three-fourths of all of the responding parents stated their son or daughter was doing as well as or better than they had hoped he would be doing. However, a fourth of the parents, and nearly 40 percent of the black parents reported that their children were not doing as well as they had expected them to do.

Overall, young adults tended to describe their lives as "pretty satisfying" rather than "completely satisfying." On the basis of age distinction, a larger proportion of 25-year-olds found their current lives more satisfying than did 19-year-olds. This was particularly true for those who were employed, for housewives, and for those still in school, 90 percent of whom rated their lives as either "somewhat satisfying" or "completely satisfying." Only a little more than 12 percent of the 25-year-olds described their lives as "not very satisfying," compared with 21 percent in the younger group. Over a quarter of the 25-year-olds answered that their present lives were "completely satisfying," while 60 percent thought theirs were "pretty satisfying."

The degree of life satisfaction differed according to present activity and race among young adults. Although the majority of all groups expressed some satisfaction with life, whites were significantly more satisfied than were blacks. Classified by their present activity, 19-year-old housewives were significantly more satisfied, while those in the military service and the unemployed were significantly less satisfied than the bulk of the sample, who were either employed or obtaining further education.

IN GENERAL HOW SATISFACTORY DO YOU FIND
THE WAY YOU'RE SPENDING YOUR LIFE THESE DAYS?



CHAPTER IV: TOMORROW AND BEYOND

Given the preceding experiences, reflections and points of view expressed by these young adults several inferences can be drawn regarding the future of education in Ohio. Most certainly these inferences should not be taken as absolute conclusions or wholly definitive directions for the state educational system. But just as certainly, they should be accepted as valuable input into the educational decision-making process, since they were brought forth by Ohio's young men and women. Coupled with such inputs from other Ohio citizens — young and old, black and white, professional and non-professional, highly educated and minimally educated — these ideas presented by Ohio's young adults will form the foundation upon which our state educational system will continue to grow, expand, and meet the diversified and changing needs of all Ohio citizens.

Certain aspects of the high school program were rated higher by 19-year-olds than 25-year-olds. In slightly greater proportions 19-year-olds made their curriculum choice later in their high school careers, and the later choice was more prevalent among vocational students. Fewer 19-year-olds than 25-year-olds would make a different choice of high school curriculum if they were to make the choice today, and parents of 19-year-olds were happier with their son's or daughter's curriculum choice than were the parents of 25-year-olds. In considering academic and career counseling, 19-year-olds rated theirs significantly better than did the 25-year-olds.

The 19-year-olds had significantly higher feelings of having been successful in high school than did the 25-year-olds. The data also indicated that 19-year-olds rated themselves more successful than 25-year-olds in getting to know teachers well, learning how to study, making satisfactory grades, doing as well in high school as their parents wanted them to, doing as well as their teachers expected them to, and learning how to talk with all kinds of people.

Over the past decade in Ohio, perhaps the most radical changes in curriculum have come in the area of vocational education. The study

indicated some very positive outcomes as a result of these changes. For example, 19-year-olds who had participated in vocational education programs appeared to be significantly better prepared for the world of work, both attitudinally and in terms of basic skills, than were their 25-year-old counterparts. However, in spite of the apparent success of the contemporary changes in the vocational education curriculum, it should be remembered that only 23 percent of all 19-year-olds were enrolled in a vocational education curriculum while in high school.

Between the time when the 25-year-olds were in high school and the recent years when the 19-year-olds attended, the proportions of students in the general curriculum has been reduced. The shift out of the general curriculum has been more pronounced for blacks than for whites, but even with this trend blacks remain disproportionately enrolled in the general curriculum, 44 percent of the 19-year-old blacks as compared to 24 percent of the 19-year-old whites.

For both age groups, feelings of having been successful in high school were higher among former college preparatory and vocational students than among former general students. The young adults who were in a general curriculum ranked last in learning how to study, finding some courses interesting, making satisfactory grades, having success in English or mathematics classes, being a school leader, doing as well as parents wanted, and doing as well as teachers expected. When parents were asked if their son or daughter had done as well in high school as they expected him or her to do, 71 percent of the parents of college preparatory pupils responded yes; for parents of vocational pupils — 62 percent responded yes; and 57 percent of general curriculum pupils responded yes. Thus, there was some evidence that a goal-directed educational program (either college preparatory or vocational) produced students with more feelings of success in their high school work. It may well be *apropos* to ask at this point whether or not radical changes, parallel to those which have improved the vocational curriculum, are needed for the improvement of other curricula.

The reactions of young adults to the appeal and usefulness of specific courses reinforce the need to give serious consideration to development of programs for individualized instruction, particularly at the high school level. Needless to say, such consideration should cover the entire gamut of

educational experience, from basic teacher preparation, to new concepts in teaching methods and inservice training, to concepts regarding the conditions under which the individual person will be objectively considered as an "educated" person.

Most important of all, long and hard consideration should be given to what is taught to the individual in light of both the individual's and society's needs. Teaching the learner how to cope qualitatively with the vast amount of data and facts to which he is daily subjected by contemporary media should be given high priority.

In light of the overall reactions of the young adults to the current curriculum pattern, some immediate consideration is called for with regard to the continuing need of classifying students as "college preparatory," "vocational," or "general." There is indication that for many students, these classifications are simply not suitable or satisfactory. This was particularly true for "general curriculum" students who, upon leaving high school, had the most difficulty in either continuing their education or finding employment.

With regard to curriculum, it should be noted that a significant number of students in the survey found several courses to be uninteresting and not useful. The expression of young adults in this area indicates the need for further study and consideration.

Beyond basic curriculum, responses of the young adults and their parents indicated that some consideration should be given to the current counseling in high schools. A comparison of the two groups of young adults participating in the study did show that strong progress has been made in vocational counseling, and that moderate increases in satisfaction with counseling among college preparatory students were evident. Nevertheless, with respect to academic counseling, many young adults claimed a lack of knowledge of available courses in high school, and several said that they would have taken such courses had they known of their availability. Such responses would seem to indicate a real need for expanded academic counseling services in high school.

The fact that seven percent of all students, and 11 percent of the general curriculum students, liked nothing at all about high school may indicate a

need for expanded or new approaches to counseling. The fact that 27 percent of the 19-year-olds and 35 percent of the 25-year-olds interviewed claimed that they would choose a different curriculum if they were starting high school again would also seem to indicate a greater need for counseling services not only when students choose their high school curriculum but most especially as they progress through that curriculum. Ultimately, such services would be those appropriate for individualized instruction.

While some progress has been made in providing equal educational opportunities for all Ohio citizens, results of this study indicate that a minority group of young adults from mostly black high schools considered that their schools "were not as good" as other high schools in Ohio. Sweeping legal, social and economic changes have begun to occur to rectify this situation; but much still remains to be done.

Finally, other inferences of the study regarding the future of education in Ohio are:

1. THE NEED TO IMPROVE AND TO EXPAND THE PRACTICALITY OF EDUCATION. While more than half of all those surveyed considered their education to be practical, there was some concern among respondents over the relationship between education and real life. This concern is implicit in virtually all of the foregoing comments but is of such significance that it should be considered separately. The term "practicality" here should be considered in its broadest sense. It includes not only the imparting of cognitive skills necessary for socio-economic survival but also the development of affective skills necessary for living, for relating successfully to oneself and one's community, and for dealing meaningfully and fruitfully with major social problems and rapid social change.
2. THE NEED TO OBTAIN WIDESPREAD AND ONGOING CITIZEN PARTICIPATION IN THE EDUCATIONAL PROCESS. From a purely qualitative point of view, this need is one of the most important needs in education today. The overwhelming majority of citizens spend many crucial years of their lives in the general educational system. Relatively speaking, the overwhelming minority

of citizens do not participate in the educational process once they have completed the schooling process. Today, such a situation is almost untenable. In light of the need to establish common and acceptable goals and objectives for our educational system, to find new methods of financing that system, and to develop entirely new basis and rationales for school governance, such participation by citizens from every stratum of life is needed in the educational process. Indeed, it is probably entirely fair to say that the future quality of our educational system and perhaps the future of our economy and nation will depend directly upon the extent of such participation. This study has given young citizens of Ohio and their parents the opportunity to express ideas and criticism and thus participate in educational planning.

3. THE NEED FOR NEW DIRECTIONS IN TEACHER EDUCATION.

While this was not a teacher evaluation study, implicit in both the concern of some students with their schools and the need for modifications in the curriculum is the necessity for a review of the approaches to teacher preparation. Already, many new approaches are being initiated. But a good deal of further research is needed into the basic questions of what role a teacher should actually play in the current educational process, and what objective expectations should be placed upon the teacher. Answers to these questions will heavily affect the entire process of teacher education itself.

4. THE NEED TO PROVIDE EDUCATION WITH A SOUND AND PROGRESSIVE FLEXIBILITY TO MEET THE CURRENT AND FUTURE NEEDS OF SOCIETY.

Recent improvements in vocational education and special services to children have proven that the educational system can meet current social needs in a timely and effective manner. Additional efforts should continue in all curricular areas in an effort to develop a kind of flexibility which will meet not only the economic, but also the psychological, intellectual and aesthetic needs of modern society. This is especially true in an age which is highly mobile, highly technological, and highly subject to change. If education maintains the goal of orienting the whole man toward living, it should then meet the

needs of the whole man, and of that aggregate of whole men known as society.

Surely, Ohio's young adults have said, tomorrow and beyond holds a host of dynamic challenges for the Ohio educational system.

TABLE I
DESCRIPTION OF YOUNG ADULTS ACCORDING TO HIGH SCHOOL CURRICULA PURSUED
Percent of 19 and 25-Year-Olds Having Pursued a Specified Curricula Program

Categories of Young Adults According to Stated Variables	College Preparatory			Vocational/Career			General		
	19	25	43	19	25	23	19	25	27
Composite for Whole Age Group (100%)	50	43		23	21		27	36	
Sex									
Male (100%)	52	47		20	17		28	36	
Female (100%)	48	38		26	25		25	36	
Race									
White/Other (100%)	54	45		22	21		24	33	
Black (100%)	28	19		28	21		44	60	
Geographic Area of the State									
Northeast (100%)	47	39		27	22		26	38	
Northwest (100%)	62	36		19	22		19	42	
Metropolitan South (100%)	55	42		18	20		27	38	
Central (100%)	45	61		23	19		32	20	
Non-Metropolitan South (100%)	40	31		26	23		34	46	
Class Rank									
Top one-fourth (4th quartile) (100%)	83	74		11	14		3	11	
Second one-fourth (3rd quartile) (100%)	51	44		25	26		23	30	
Third one-fourth (2nd quartile) (100%)	38	31		34	26		28	43	
Bottom one-fourth (1st quartile) (100%)	25	23		27	17		45	60	
Father's Occupation									
Professional/Technical (100%)	76	75		8	5		15	19	
Business Manager/Official (100%)	61	63		24	16		15	21	
Sales/Clerical (100%)	73	60		17	17		10	23	
Skilled Craftsman (100%)	41	37		27	24		32	39	
Operators (unskilled) and Laborers (100%)	34	21		26	31		40	48	
Farm work (100%)	42	42		57	25		-	33	

TABLE 2
YOUNG ADULTS WHO WOULD SELECT THE SAME
CURRICULUM PROGRAM UNDER WHICH THEY COMPLETED HIGH SCHOOL

Categories of Young Adults According to Stated Variables	Percent of 19-Year-Olds Who Would Select the Same Curriculum Course	Percent of 25-Year-Olds Who Would Select the Same Curriculum Course
<u>Composite for Whole Age Group</u>	69	62
<u>Sex</u>		
Male	69	58
Female	70	64
<u>Race</u>		
White	71	64
Black	61	37
<u>Composition of High School Student Body</u>		
All White	75	64
Mostly White	69	64
Half White/Half Black	59	51
Mostly Black	66	44
All Black	57	43
<u>Present Main Activity</u>		
Education	82	66
Job	63	61
Housewife	70	62
Military	63	~
Unemployed	46	44
<u>Curricula Type</u>		
College Preparatory	77	69
Vocational/Career	65	68
General	58	49

TABLE 3
RATING OF JOB AND CAREER COUNSELING BY YOUNG ADULTS

Categories of Young Adults According to Stated Variables	Percent of 19 and 25-Year-Olds Rating Job and Career Counseling													
	Excellent			Good			Neither Good Nor Bad			Poor			Very Bad	
	19	25	19	25	19	25	19	25	19	25	19	25	19	25
<u>Composite for Whole Age Group</u>														
<u>Sex</u>														
Male	10	8	38	30	30	32	15	20	7	11				
Female	9	7	38	24	31	32	14	23	7	15				
	10	9	39	35	29	32	16	18	7	7				
<u>Race</u>														
White	10	8	38	30	29	32	15	20	7	11				
Black	12	4	37	30	35	36	13	21	3	9				
<u>Composite of High School Student Body</u>														
All White	9	8	41	34	28	32	15	16	7	10				
Mostly White	10	8	36	26	32	31	16	23	7	13				
Half White/Half Black	12	9	42	33	24	33	15	19	7	8				
Mostly Black	13	6	32	31	40	28	11	25	3	9				
All Black	0	14	50	14	29	57	14	14	7	0				
<u>Present Main Activity</u>														
Education	7	6	36	19	31	32	18	23	8	19				
Job	12	8	41	27	30	32	12	23	6	11				
Housewife	15	10	42	36	24	29	12	18	7	8				
Military	25	-	44	-	19	-	6	-	6	-				
Other	9	0	35	21	32	49	16	9	8	21				
<u>Curricula Type</u>														
College Preparatory	7	8	35	21	32	33	19	24	8	15				
Vocational/Career	18	10	49	38	22	28	7	20	5	4				
General	8	7	36	35	35	32	15	16	6	10				

TABLE 4
RATING OF ACADEMIC COUNSELING BY YOUNG ADULTS

Percent of 19 and 25-Year-Olds Rating Academic Counseling

Categories of Young Adults According to Stated Variables	Percent of 19 and 25-Year-Olds Rating Academic Counseling											
	Excellent			Good			Neither Good Nor Bad			Poor		
	19	25	19	25	19	25	19	25	19	25	19	25
Composite for Whole Age Group	12	9	46	40	27	29	11	17	4	6		
Sex												
Male	12	9	45	37	27	28	12	20	4	6		
Female	13	10	46	42	28	30	9	13	4	5		
Race												
White	12	9	46	39	26	29	11	16	5	6		
Black	14	10	43	44	34	29	7	16	2	1		
Composite of High School Student Body												
All White	11	11	48	41	24	25	12	17	5	7		
Mostly White	14	10	45	40	27	29	10	16	4	6		
Half White/Half Black	12	5	47	34	27	39	10	18	5	5		
Mostly Black	7	6	39	50	44	22	10	22	2			
All Black	-	-	57	43	36	43	7	14	-	-		
Present Main Activity												
Education	14	11	44	23	26	28	11	34	5	4		
Job	12	10	46	40	30	30	9	16	3	5		
Housewife	15	10	45	43	26	26	11	15	3	5		
Military	18	-	44	-	19	-	6	-	13	-		
Other	7	2	49	37	27	35	12	12	5	14		
Curricula Type												
College Preparatory	14	12	45	32	24	30	13	19	4	7		
Vocational/Career	15	8	50	49	24	26	8	14	3	4		
General	6	7	43	45	38	29	9	15	5	4		

TABLE 5
ATTITUDES OF YOUNG ADULTS

Categories of Young Adults According to Stated Variables	Percent Agreeing With Statement											
	A person can learn more by going to high school than by working	A person is foolish to keep on going to school after H.S. if he can get a job	Education helps a person to use his leisure time to better advantage	A H.S. education is worth all the time and effort it requires	H.S. courses are practical	Our schools encourage an individual to think for himself	Schools prepare students to face the problems of real life	Any person with ability and willingness to work hard has a good chance of being successful	Blacks can get just as far as anyone else in this country	I look forward to the future (next 4-5 years)	It is great to be living in these exciting times	
Composite for Whole Age Group	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	
Sex												
Male	59 62	8 8	68 70	76 84	58 59	55 51	31 20	83 86	59 59	92 93	60 67	
Female	59 61	10 8	68 70	72 82	55 56	56 48	29 21	84 84	60 61	89 93	59 67	
Race												
White	59 63	7 7	69 71	80 86	61 61	53 54	33 19	82 88	58 58	94 94	61 68	
Black	58 61	8 7	68 70	76 85	56 58	53 50	29 19	84 87	59 61	91 93	60 68	
Resident Community Type												
Central City	62 65	13 10	69 74	75 77	67 69	69 61	47 28	78 80	55 43	93 93	55 54	
Suburban	61 61	11 10	68 71	74 81	59 61	60 52	36 23	85 86	63 59	93 94	53 61	
Rural	54 60	6 5	67 67	76 84	54 55	50 48	24 13	81 84	54 55	91 92	62 70	
Level of Education Attained by 25-Year-Olds												
Did not complete H.S.	65 67	9 9	72 78	81 90	67 66	56 59	43 32	85 91	64 71	91 93	67 72	
High School Graduate	• 64	16	66	78	70	68	37	87	77	90	62	
Post-High School	60	8	73	89	70	68	26	91	67	93	68	
Some College	61	5	74	88	66	50	18	90	63	93	67	
College Grad/Post-Grad.	62	5	69	82	44	36	8	86	47	94	65	
	64	6	68	81	45	30	14	72	44	95	73	

* Data not available for 19-year-olds

TABLE 6
PROFILE OF HIGH SCHOOL GRADUATES

Categories of Young Adults According to Stated Variables	Percent of 19-Year-Olds Graduating from High School	Percent of 25-Year-Olds Graduating from High School
<u>Composite for Whole Age Group</u>	86	87
<u>Sex</u>		
Male	84	87
Female	88	87
<u>Race</u>		
White	89	88
Black	72	75
<u>Racial Composition of High School</u>		
All White	91	91
Mostly White	91	90
Half White/Half Black	68	66
Mostly Black	65	81
All Black	71	57
<u>Resident Community Type</u>		
Central City	78	82
Suburban	92	91
Rural/Small Town	87	86
<u>Geographical Area of the State</u>		
Northeast	84	83
Northwest	93	93
Central	88	89
Metropolitan South	85	92
Non-Metropolitan South	87	85
<u>Curricula Type</u>		
College Preparatory	98	99
Vocational/Career	86	90
General	65	70

TABLE 7
HIGHEST LEVEL OF EDUCATION ATTAINED BY 25-YEAR-OLDS

Categories of 25-Year-Olds According to Stated Variables	Level of Education Attained									
	Did not complete High School	High School	Still in High School	High School Grad. No Further Education	Post High School Voc./Technical	Some College	College Grad.	Post Graduate Work		
All 25-Year-Olds	13	0.4	31	15	23	10	8			
Sex										
Male	13	0.6	21	17	29	8	11			
Female	13	0.3	40	13	18	12	5			
Race										
White	12	0.3	31	14	24	11	9			
Black	24	1	35	18	14	4	3			
Curricula Type										
College Preparatory	0.7		14	8	40	20	16			
Vocational	10		52	24	9	5	0.7			
General	29	0.8	39	16	11	2	2			
Resident Community Type										
Live in central city	18	0.9	30	13	20	11	7			
Live in suburban area	9	0.3	28	14	30	10	9			
Live in rural/small town	14		40	18	11	8	9			
Geographic Area of the State										
Northeast	16	0.6	28	15	25	8	7			
Northwest	8		43	11	19	12	8			
Central	8		28	11	25	12	16			
South Metropolitan	11	0.6	33	14	22	13	7			
South non-Metropolitan	15		39	27	12	8				
Racial Composition of High School										
All White	9		31	16	26	10	8			
Mostly White	10	0.3	28	14	26	13	10			
Half White/Half Black	31	3	40	15	6	3	3			
Mostly Black	19		38	19	16	6	3			
All Black	43		29		29					

TABLE 8
FUTURE EDUCATIONAL EXPECTATIONS OF YOUNG ADULTS

Categories of Young Adults According to Stated Variables	Percent of 19-Year-Olds in Each Category Who Expect to Pursue Future Educational Experiences		Percent of 25-Year-Olds in Each Category Who Expect to Pursue Future Educational Experiences	
<u>Composite for Whole Age Group</u>	78		63	
<u>Sex</u>				
Male	84		74	
Female	72		52	
<u>Race</u>				
White	77		60	
Black	85		83	
<u>Reasons for Additional Pursuit of Education</u>				
Personal Enrichment and Enjoyment	48		46	
Required by Employer	1		2	
To Move up to Better or More Interesting Job	34		27	
To Become More Competent on Job	8		13	
Required for Salary or Pay Increase	2		4	
Other Reasons	6		9	

TABLE 9
PRESENT MAIN ACTIVITIES OF YOUNG ADULTS

Categories of Young Adults According to Stated Variables	Percent of 19 and 25-Year-Olds Participating in what They Consider to be Their Present Main Activity											
	Job		Education (Student)		Housewife		Unemployed		Disabled		Other	
	19	25	19	25	19	25	19	25	19	25	19	25
Composite of Whole Age Group	35	50	37	7	9	37	14	6	5	-	-	-
Sex												
Male	37	77	39	13	-	-	16	9	8	-	-	-
Female	32	25	36	1	18	70	12	3	2	-	-	-
Race												
White	36	49	39	8	9	39	12	4	4	-	-	-
Black	28	51	25	1	14	24	23	26	8	-	-	-
Curricula Type												
College Preparatory	22	52	63	15	4	29	9	4	2	-	-	-
Vocational/Career	53	50	11	1	13	46	18	3	6	-	-	-
General	43	47	12	2	16	41	21	10	8	-	-	-

TABLE 10
JOB ATTITUDES OF YOUNG ADULTS

Categories of Young Adults According to Stated Variables	Percent Agreeing With Statement											
	Good Future on my Job	My Job Boring	I like the people I work with	The only thing I want is my pay check	I try hard to do quality work	I would like to change my occupations	I am well trained for my present job	My education prepared me for my work	I consider my job temporary for me	It's OK for me to be absent when I feel like it	I like my job	
Composite of Whole Age Group	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	19 25	
Sex												
Male	51 68	15 17	86 86	19 16	89 93	43 30	70 80	24 38	45 24	8 17	72 79	
Female	47 71	19 18	84 85	22 18	86 91	48 31	62 77	16 32	53 22	10 19	66 77	
Race	55 59	11 15	87 88	16 11	92 97	38 25	80 88	34 55	36 31	5 12	79 85	
White	50 68	15 17	86 86	19 15	89 92	43 28	70 80	26 37	45 24	8 18	73 79	
Black	55 61	15 17	75 74	15 30	85 96	50 43	70 83	10 43	35 26	5 4	65 78	
Resident Community Type												
Central City	51 71	15 18	83 88	18 18	89 96	45 33	72 80	26 43	44 27	10 21	71 84	
Suburban	47 66	14 19	85 82	19 16	91 91	45 30	66 78	22 34	50 25	6 16	73 73	
Rural	60 66	18 9	92 89	24 14	86 91	36 20	76 86	28 41	32 16	8 14	70 84	
Level of Education Attained by 25-Year-Olds												
Did not complete H.S.	* 74	18	78	26	96	37	93	26	22	26	85	
High School Graduate	60	20	90	23	94	31	87	33	20	7	79	
Post-High School	68	22	78	20	90	28	68	40	24	20	75	
Some College	65	17	83	11	90	31	76	24	36	14	73	
College Grad/Post-Grad.	79	9	93	7	95	23	81	67	17	26	86	

* Data not available for 19-year-olds

TABLE II
YOUNG ADULTS PERSONAL SATISFACTION WITH THE WAY
THEY ARE CURRENTLY SPENDING THEIR LIVES

Categories of Young Adults According to Stated Variables	The Percent of 19 and 25-Year-Olds Having Varying Degrees of Satisfaction with the Way They are Currently Spending Their Lives									
	Completely Satisfying		Pretty Satisfying		Not Very Satisfying		Satisfying		Not Very Satisfying	
	19	25	19	25	19	25	19	25	19	25
Composite for Whole Age Group	20	27	59	60	21	13				
Sex										
Male	17	21	60	65	23	14				
Female	22	32	59	57	19	11				
Race										
White	21	29	60	61	19	10				
Black	14	10	53	57	34	33				
Curricula Type										
College Preparatory	18	26	64	64	18	10				
Vocational/Career	19	32	60	55	21	13				
General	22	24	51	60	27	16				
Resident Community Type										
Central City	20	22	58	63	22	15				
Suburban	19	28	61	59	20	13				
Rural/Small Town	21	33	58	60	21	7				
Present Main Activity										
Education	20	25	68	64	13	11				
Job	17	22	61	68	22	10				
Housewife	40	37	47	53	13	10				
Military	6	-	50	-	44	-				
Unemployed, Other	16	9	45	40	40	51				